Texas School Library Standards

The Winds of Change are Blowing Across Texas…..

Contact Information

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Link to the New School   https://bit.ly/2MuJ2Y7

Library Standards

QR Code (Standards)

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

STUDENT-CENTERED ACTIONS ←——————————————————————————————→ TEACHER-CENTERED ACTIONS

The Teacher	**The Teacher**	**The Teacher**	**The Teacher**	**The Teacher**
• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.	• Consistently invites input from students in order to monitor and adjust instruction and activities.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities.
• Adjusts instruction and activities to maintain student engagement.	• Adjusts instruction and activities to maintain student engagement.	• Adjusts instruction and activities to maintain student engagement.	• Adjusts some instruction within a limited range.	• Persists with instruction or activities that do not engage students.
• Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Continually checks for understanding through purposeful questioning and academic feedback.	• Monitors student behavior and responses for engagement and understanding.	• Sees student behavior but misses some signs of disengagement.	• Generally does not link student behavior and responses with student engagement and understanding.
			• Is aware of most student responses but misses some clues of misunderstanding.	• Makes no attempts to engage students who appear disengaged or disinterested.

Possible Sources of Evidence:

• Conferences and Conversations with the Teacher

• Formal Observations/

- Masterful
- Perfected
- Polished
- Authoritative
- Productive
- Professional
- Qualified
- Resourceful
- Skilled
- Well-Qualified
- Ingenious
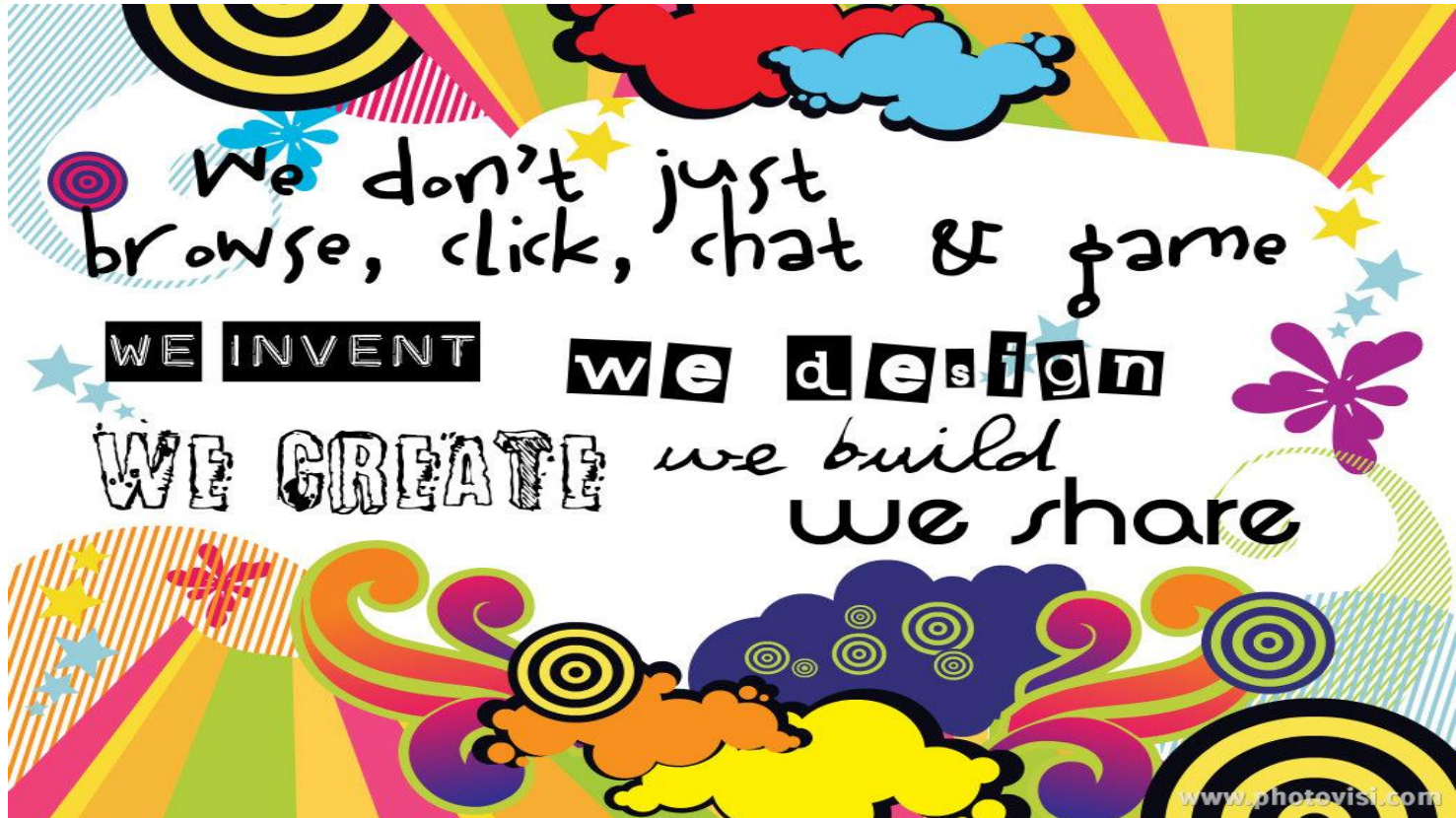- Well-versed
- Able
- Adept
- Effective

Structure of New Standards

❖ **Strand 4** Digital Learning - Effective school libraries are a vital hub with equitable access to emerging technologies which provide curated and open access to a variety of print and digital resources. They support best instructional practices and curriculum standards through the integration of resources while assessing the impact on student learning.

➢ **Dimensions** 4.4.0 - The library program provides creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge.

■ **Expectations** Distinguished 4.4.1- 90% of the students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: - creative - ethical, and - innovative ways

Formats vs. Platforms

Information Literacy

❖ **Strand 1** Information Literacy - School library programs offer information instruction that enables students to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.

➢ **Dimensions** 1.2.0 - Learners and educators practice the ethical and legal use of information including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, and validation of information as approved in local policy EFA, federal law (1st Amendment), and best library practices (Library Bill of Rights).

■ **Expectations** Distinguished 1.2.4 - 90% of students learning projects show Evidence of the ability to evaluate and validate information for: Authority, Bias, Credibility, Currency, and Relevance.

Information Literacy

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■ **Expectations** Distinguished 1.2.4 - 90% of students ==learning projects show== evidence of the ==ability to evaluate== and ==validate information== for: ==authority==, ==bias==, ==credibility==, ==currency==, and ==relevance==.

Inquiry

❖ **Strand 2** Inquiry - School library programs provide access to information for inquiry learning, which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning.

➢ **Dimensions** 2.2.0 - The school library program is based on an inquiry approach to learning that students use to pursue, create, and share knowledge.

■ **Expectations** Distinguished 2.2.2 - 90% of the student library instructional activities: focus on information literacy skills, are developmentally appropriate, and are student centered.

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Reading

❖ **Strand 3** Reading - School library programs promote reading as an essential skill for learning, personal growth, and enjoyment which are essential skills for college, career, and community.

➢ **Dimensions** 3.3.0 - Library materials reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and the state standards.

■ **Expectations** Distinguished - Review tools such as peer reviews, library periodicals, and authoritative sources, are used when selecting library materials for pleasure and academic reading.

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Digital Literacy

Our biggest challenge in digital literacy is taking organizations and moving them to a position where they can interact with, communicate with and work with the community that is digitally enabled.
- Earl Mardle, NetHui

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Digital Learning

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➢ **Dimensions** 4.4.0 - The library program <mark>provides creative</mark>, <mark>innovative</mark>, and <mark>ethical use</mark> of current and <mark>emerging technologies</mark> in the <mark>construction and presentation</mark> of knowledge.

■ **Expectations** Distinguished 4.4.1- 90% of the students and educators are <mark>instructed</mark> in the use of current and <mark>emerging technologies</mark> for the <mark>construction</mark> and <mark>presentation</mark> of their knowledge in: - <mark>creative - ethical, and - innovative ways</mark>

Collaboration with other information institutions
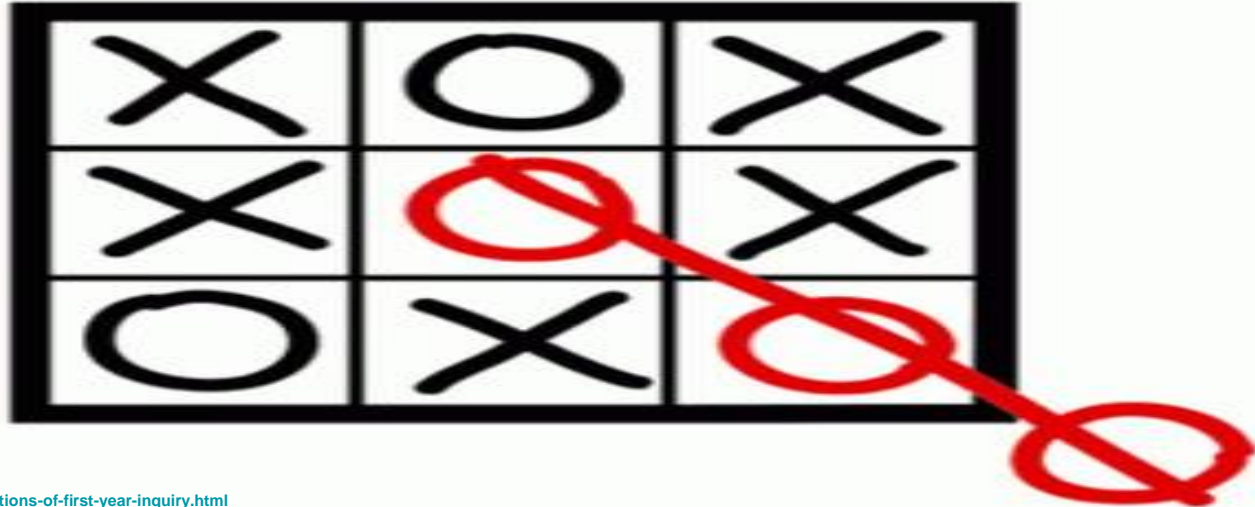
Accessed 3/26/18 https://pixabay.com/en/alive-awake-aware-hands-embrace-720231/

Safe and Nurturing Environment

❖ **Strand 5** Safe and Nurturing Environment - School libraries are essential, safe, and flexible environments and are inviting centers for teaching and learning.

➢ **Dimensions** 5.1.0 - The school library program features a learning environment that cultivates a sense of community and respect among all students and staff.

■ **Expectations** Distinguished 5.1.2 - Library policies, procedures, and programs are created with input from the entire learning community, classroom teachers, students, other campus staff, and parents.

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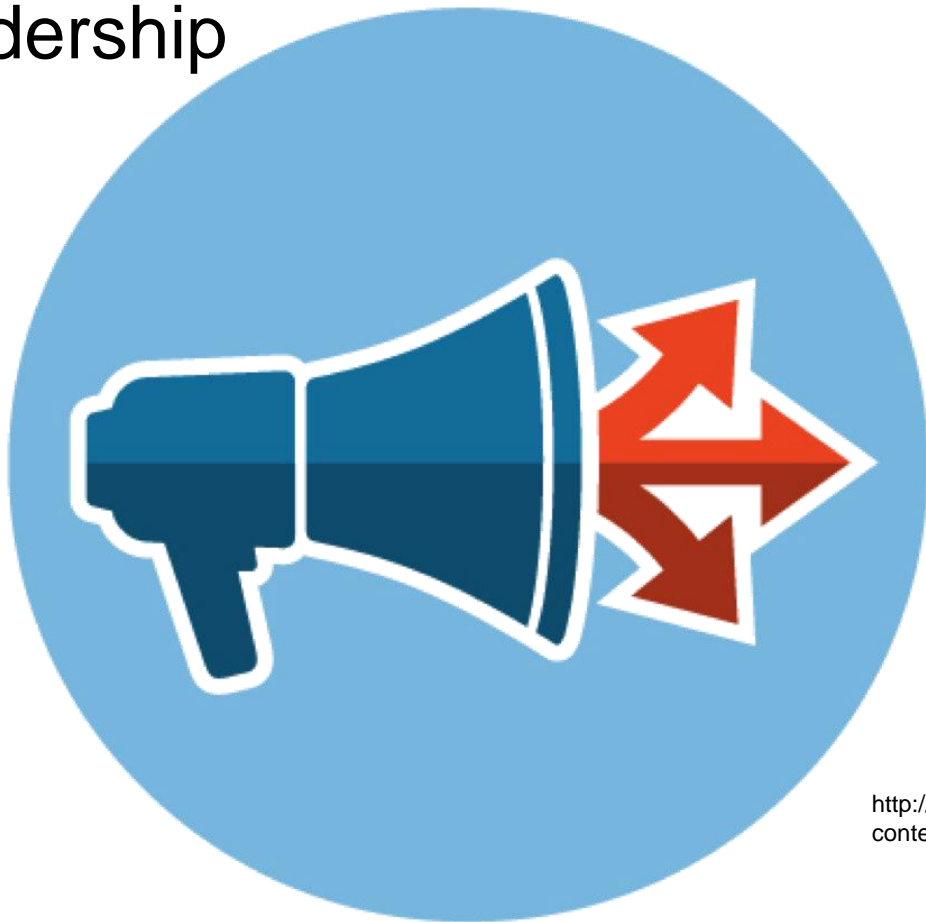
Leadership

http://missionempower.org/wp-content/uploads/2015/12/brandad.png

Leadership

❖ **Strand 6** Leadership - School library program activities show evidence of best practices when modeled by a full-time, certified school librarian in every school supported by trained paraprofessionals.

➢ **Dimensions** 6.6.0 - The library program has a mission, vision, goals, objectives and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures.

■ **Expectations** Distinguished 6.6.2 - Library policies and procedures: are revised once per year, are approved by administrators and the school board, are available online for stakeholder review.

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Appendix

But what does it mean?

https://pixabay.com/en/confused-hands-up-unsure-perplexed-2681507/

Use Standards, Frameworks, and Accountability measures to create your road maps and goals.

Board Goals Achievement Data CIP Frameworks + **District Library Plan** → **Annual Library Report**

1. District Scope & Sequence, 2. New Texas Library Standards, 3. Future Ready Framework, 4. New AASL Standards

Used with Permission. Jenn Roush, Assistant Director of Curriculum and Instruction, Fairfield-Suisun Unified School District

Supplemental Resources

8 sub-committees have been appointed to work
on the following supplemental resources:

1. AASL Crosswalk

2. NETS/ISTE Crosswalk

3. ACRL Crosswalk

4. ELAR TEKS Crosswalk

5. Future Ready Framework Crosswalk

6. Aids/Paraprofessional Crosswalk

7. Standards Evaluation Tool

8. Infographics

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Link to the New School   http://bit.ly/2vKUaLr
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QR Code (standards)

Link to Presentation

http://bit.ly/2AcYgi7